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ABSTRACT

A study identified factors that influence students to enroll in postsecondary vocational programs and factors that contribute to their continual enrollment. Three Arkansas vocational schools--White River, Gateway, and Ozarka--were the focus of the study. Questionnaires were submitted to students and staff regarding recruitment/retention to ascertain the most important tactics used by the schools. Workshops were conducted to raise instructors' awareness of the different conflicts in keeping students in school. Staff perceived five recruitment tactics to be most effective: present or former students, radio, television, newspaper, and high school counselor or teacher. Students identified the following as most effective: present or former students, newspaper, high school counselor or teacher, radio, and school brochure. Retention surveys named the following staff concerns: student employment, nonsupportive families, and child care needs; student concerns were inability to fit school around part-time jobs and fear of failure. Research and results of the surveys structured a foundation for two recruitment and retention manuals. Recommendations for retention included student workshops, study skills courses, inservice staff workshops, and student goal setting. Diverse and numerous recruitment methods were suggested. (Appendixes, amounting to over three-fourths of the report, include sample correspondence, instruments, comparison of responses, and references for the two manuals developed.) (YLB)

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# FINAL REPORT

# RECRUITMENT-RETENTION PROGRAM

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In Cooperation with
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June, 1991

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Table of Contents

Acknowledgments.....ii
Abstract.....iv
List of Tables.....v
Introduction.....1
Purpose and Objectives.....2
Procedures.....2
Evaluations.....5
Observations.....18
Conclusion.....19
Appendixes.....22-92

A. Sample Letter (requesting information)
B. Sample Letter (reply to responses)
C. Student Questionnaire
Comparison of responses on selected strategies from White River, Ozarka and Gateway
D. Staff Recruitment Questionnaires and comparison of responses
E. Student Retention Questionnaire and comparison of responses
F. Staff Retention Questionnaire and comparison of responses
G. Advertising Questionnaire
Ozarka and White River
H. Sample
Telephone survey scripts, etc.
I. Staff Workshop Questionnaire and responses
J. References for manual
Teamwork: The Name of the Game in Recruitment
K. References for manual
Retention: A Game Plan

Abstract

Abstract of Final Report

Title of Project: Recruitment and Retention Program

Project Directors and Organization: Don Tomlinson, Gateway Vocational Technical School; Doug Rush, Ozarka Vocational Technical School; and Garland Hankins, White River Vocational Technical School, Co-Directors

Duration of Project: May 15, 1989-June 30, 1991

Overview:

Examination, through instruments (questionnaires, etc.), and research, led to the discovery of possible guidelines for effective recruitment and retention of vocational school students. Several questionnaires, designed (for the three participating schools of this study) to detect student motivation as well as reasons for student dropout, were distributed to vocational students and staff. In addition, inquiry into diverse other resources and persons helped formulate recruitment and retention principles. The culmination, after the processes of researching and surveying, was the production of two manuals, Teamwork: The Name of the Game in Recruitment and Retention: A Game Plan.

List of Tables

Table 1.....7

Table 2.....13

## Introduction

Maintaining adequate enrollment is a primary concern for vocational schools. The problems of recruitment and retention in vocational training are of special significant concern for White River, Gateway, and Ozarka. Due to a large portion of the population having deficiencies in marketable skills, recruitment and retention procedures needed to be explored; people need to be encouraged in attending the training available through these three schools. Therefore, a concentrated look at attitudes and philosophies among the staff and students needed to be examined. Practical plans needed to be conceived for aiding the schools in innovative approaches to attract students and keep them in school. Concrete methods needed to be investigated. This study sought to delve into many possibilities at hand.

## Purpose and Objectives

As stated in the initial proposal, "The purpose of this program improvement project is to initiate a 'Recruitment and Retention' project that will develop strategies for recruiting and retaining students in the postsecondary vocational schools. The goals of the program are as follows: (1) to identify the factors that influence students to enroll in postsecondary vocational programs, (2) to identify factors that contribute to their continual enrollment, and (3) to implement strategies and develop model recruitment and retention (plans) based on these findings." With these objectives as guidelines, the study was undertaken.

## Procedures

Three vocational schools (White River, Gateway, and Ozarka) were the focus for the study on recruitment and retention. Questionnaires were submitted to the students and staff regarding recruitment/retention to ascertain the most important tactics employed by the schools as perceived by those institutions. Workshops for the instructors were conducted to raise their awareness of the different conflicts in keeping students in school. Articles were distributed to the administration (and to instructors, at times) of the schools as possible aids in developing better recruitment and retention techniques. All of these modes employed, and others, were directed toward creating

effective measures in recruiting students and then retaining the students once they enroll.

At the beginning of the project, during the summer of 1989, twenty letters were sent to various out-of-state vocational schools, education departments, and others who had experience in vocational education; eight persons from these sources replied to the letters. These letters (see appendix A & B), along with many other resources (readings from articles, manuals, books, handouts, ideas from school staff members, etc.) provided information to form the basis of a preliminary recruitment manual and a framework for the structuring of recruitment and retention questionnaires.

When student questionnaires were finalized (see appendix C), the directors of the three schools reviewed the contents. Those forms were submitted to the instructors for distribution during their class time. The completed questionnaires were returned to the project coordinator for tabulation.

Staff survey forms were disseminated during faculty meetings. These recruitment questionnaires (see appendix D) were different in form and substance from those given to the students, but they contained similar points to correlate with the students. These were completed and returned to the project coordinator.

Subsequently, retention questionnaires (see appendix E & F) were dispersed to staff and students of the three schools in the same manner as the recruitment questionnaires.

(The retention questionnaires were virtually the same for the students and staff with only a slight variation). These were collected from the instructors and the responses tabulated.

Faculty meetings provided opportunity for open discussion among the staff members concerning the results of the questionnaires. Copies of the results were dispensed to each person at the meetings. Time was allowed for examination of the responses; comments and opinions were encouraged.

Research and results of the surveys structured a foundation for the recruitment and retention manuals. Many of the articles given by the project coordinator to the directors and other staff members contributed to the on-going research for the manuals; conclusions drawn from the questionnaires supported the information obtained from professional manuals, journals, books, etc.

The retention manual, Retention: A Game Plan, was finished in the fall, 1990. Workshops using the contents of the manual followed its completion and were conducted once a week over a three or four weeks span for each of the schools. These workshops amplified the scope for faculty involvement in student retention. At the conclusion of the workshop, participants completed a retention questionnaire (see appendix I).

In the spring, 1991, an abridged and expanded recruitment manual, Teamwork: The Name of the Game in

Recruitment, succeeded the retention manual. Using the preliminary recruitment manual compiled in 1989 as a base, suggestions relating to marketing, personal relations, image, and specific hints on photography, etc. were supplied to establish guidance for recruitment planning in the schools.

Other activities were involved in the recruitment/ retention study. Advertising questionnaires (see appendix G) were developed at the requests from administration of two of the schools (Ozarka and White River; no significant need for the advertising survey was determined at Gateway). Also, telephone surveys (see appendix H) were conducted at the same two schools as well as face-to-face interviews with selected local citizens to gain public opinion about the programs and the image of the schools. Recruitment surveys were submitted, again, at Gateway and Ozarka (White River did not participate) during the fall, 1990. Assisting with the production of a newsletter at White River enlarged and extended the range of recruitment possibilities. All the activities provided insight and reality to potential recruitment and retention systems.

**Evaluations**

After tabulation of the recruitment surveys, percentages were figured to discern the recruitment practices considered most effective by the staff and the students. Five tactics were perceived by the staff to be most effective. These were (average percentage of the three

schools):

(1). Present or former students--77.6%

(2). Radio--28.4%

(3). TV--23.1%

(4). Newspaper--16.6%

(5). High School Counselor or Teacher--15.7%

The most frequent student responses were (average percentage of the three schools):

(1). Present or former students--40.3%

(2). Newspaper--14.9%

(3). High school Counselor or teacher--14.4%

(4). Radio--13.2%

(5). School brochure--12.9%

(See table 1)

(For other student responses, see appendix C)

Retention surveys revealed the most concerns of the staff were (average percentage of the three schools):

(1). Students decide to accept jobs related to vocational training--51.6%

(2). Families of students are not supportive--44.4%

(3). Child care is needed for students--42.4%

Students from all three schools (average percentage

TABLE 1

COMPARISON
STUDENT AND STAFF SURVEYS
OZARKA VOCATIONAL TECHNICAL SCHOOL
RECRUITMENT
Fall, 1989

141 student respondents — 29 staff members

(Percentages rounded to nearest tenth percent - will not equal 100%)

VE=Very Effective
ME=Moderately Effective
LE=Little Effect
NE=No Effect

SPECIAL DISPLAYS (BOOTHS AT FAIRS, ETC.)

| Students | Staff: |
|---|---|
| 3=2.1% | VE=2, 6.9% LE=8, 27.5%<br>ME=18, 62.1% NE=0<br>No response=1, 3.4% |

POSTERS

| Students: | Staff: |
|---|---|
| 5=3.5% | VE=2, 6.9% LE=12, 41.4%<br>ME=13, 44.7% NE=0<br>No response=2, 6.9% |

SCHOOL BROCHURE

| Students: | Staff: |
|---|---|
| 7=4.9% | VE=3, 10.3% LE=7, 24.1%<br>ME=19, 65.5% NE=0 |

ANOTHER VOCATIONAL SCHOOL

| Students: | Staff: |
|---|---|
| 5=3.5% | NA |

HIGH SCHOOL COUNSELOR OR TEACHER

| Students: | Staff: |
|---|---|
| 9=6.4% | VE=7, 24.1% LE=6, 20.7%<br>ME=16, 55.2% NE=0 |

RADIO

| Students: | Staff: |
|---|---|
| 7=4.9% | VE=10, 34.5% LE=1, 3.4%<br>ME=18, 62.1% NE=0 |

TELEVISION

| Students: | Staff: |
|---|---|
| 5=3.5% | VE=6, 20.7% LE=2, 6.9%<br>ME=15, 51.7% NE=3, 10.3%<br>No response=2, 6.9%<br>?=1, 3.4% |

CAREER DAY AT HIGH SCHOOL OR VISIT FROM VOCATIONAL REPRESENTATIVE TO HIGH SCHOOL

| Students: | Staff: |
|---|---|
| 10=7.1% | VE=6, 20.7% LE=7, 24.1%<br>ME=16, 55.2% NE=0 |

NEWSPAPER

| Students: | Staff: |
|---|---|
| 16=11.3% | (Average of all newspaper related items)<br>VE=5.3, 18.3%LE=8.1, 27.9%<br>ME=12.5,43.1%NE=1.9, 6.6%<br>No response=1.1, 3.8%<br>?=.1, .3% |

MILITARY

| Students: | Staff: |
|---|---|
| 1=.7% | NA |

PRESENT OR FORMER STUDENTS

| Students: | Staff: |
|---|---|
| 54=38.3% | VE=20, 69% LE=0<br>ME=9, 31% NE=0 |

AN EMPLOYEE AT SCHOOL

| Students: | Staff: |
|---|---|
| 3=2.1% | NA |

Additional comments=12, 8.5%
No response=5, 3.5%

COMPARISON
STUDENT AND STAFF SURVEYS
GATEWAY VOCATIONAL TECHNICAL SCHOOL
RECRUITMENT
Fall, 1989

132 student respondents

25 staff respondents

VE=Very Effective
ME=Moderately Effective
LE=Little Effect
NE=No Effect

(Percentages rounded to nearest tenth percent - Will not equal 100%)

SPECIAL DISPLAYS (BOOTHS AT FAIRS, ETC.)

| Students: | Staff: | |
|---|---|---|
| 5=3.8% | VE=2, 8% | ME=12, 48% |
| | LE=8, 32% | NE=1, 4% |
| | No response=2, 8% | |

POSTERS

| Students: | Staff: | |
|---|---|---|
| 4=3% | VE=1, 4% | ME=12, 48% |
| | LE=9, 36% | NE=2, 8% |
| | No response=1, 4% | |

SCHOOL BROCHURES

| Students: | Staff: | |
|---|---|---|
| 16=12.1% | VE=5, 20% | ME=17, 68% |
| | LE=3, 12% | NE=0 |

ANOTHER VOCATIONAL SCHOOL

| Students: | Staff: |
|---|---|
| 1=.8% | NA |

HIGH SCHOOL COUNSELOR OR TEACHER

| Students: | Staff: | |
|---|---|---|
| 19=14.4% | VE=3, 12% | ME=14, 56% |
| | LE=6, 24% | NE=2, 8% |

RADIO

| Students: | Staff: |
|---|---|
| 23=17.4% | VE=6, 24% ME=13, 52%<br>LE=5, 20% NE=0<br>No response=1, 4% |

TELEVISION

| Students: | Staff: |
|---|---|
| 4=3% | VE=8, 32% ME=32%<br>LE=8, 32% NE=0<br>No response=1, 4% |

CAREER DAY AT HIGH SCHOOL OR VISIT FROM VOCATIONAL REPRESENTATIVE TO HIGH SCHOOL

| Students: | Staff: |
|---|---|
| 17=12.8% | VE=3, 12% ME=16, 64%<br>LE=6, 24% NE=0 |

NEWSPAPER

| Students: | Staff:<br>(Average of all newspaper related items) |
|---|---|
| 18=13.6% | VE=3, 12% ME=11.6, 46.4%<br>LE=8.5, 34% NE=1, 4%<br>No response=.9, 3.6% |

MILITARY

| Students: | Staff: |
|---|---|
| 0 | 0 |

PRESENT OR FORMER STUDENTS

| Students: | Staff: |
|---|---|
| 55=41.7% | VE=19, 76% ME=5, 20%<br>LE=1, 4% NE=0 |

AN EMPLOYEE AT THIS SCHOOL

| Students: | Staff: |
|---|---|
| 12=9.1% | NA |

COMPARISON
STUDENT AND STAFF SURVEY
WHITE RIVER VOCATIONAL TECHNICAL SCHOOL
RECRUITMENT
Fall, 1989

125 student respondents

18 staff respondents

VE=Very effective
ME=Moderately effective
LE=Little effect
NE=No effect

(Percentages rounded to nearest tenth percent - will not equal 100%)

SPECIAL DISPLAYS (BOOTHS AT FAIR, ETC.)

Students:

4=3.2%

Staff:

VE=0, 0% ME=10, 55.6%
LE=8, 44.4% NE=0, 0%

POSTERS

Students

7=5.6%

Staff:

VE=3, 16.6% ME=11, 61.1%
LE=4, 22.2% NE=0, 0%

SCHOOL BROCHURES

Students:

27= 21.6%

Staff:

VE=1, 5.6% ME=13, 72.2%
LE=4, 22.2% NE=0, 0%

ANOTHER VOCATIONAL SCHOOL

Students:

6=4.8%

Staff:

NA

HIGH SCHOOL COUNSELOR OR TEACHER

Students:

28=22.4%

Staff:

VE=2, 11.1% ME=9, 50%
LE=4, 22.2% NE=3, 16.6%

RADIO

| Students: | Staff: |
|---|---|
| 22=17.7% | VE=3, 16.6% ME=12, 66.7%<br>LE=3, 16.6% NE=0, 0% |

TELEVISION

| Students: | Staff: |
|---|---|
| 14=11.2% | VE=3, 16.6% ME=12, 66.7%<br>LE=3, 16.6% NE=0, 0% |

CAREER DAY AT HIGH SCHOOL OR VISIT FROM VOCATIONAL REPRESENTATIVE TO HIGH SCHOOL

| Students: | Staff: |
|---|---|
| 15=12% | VE=2, 11.1% ME=8, 44.4%<br>LE=8, 44.4% NE=0, 0% |

NEWPAPER

| Students | Staff: |
|---|---|
| 25=20% | (Average of all newspaper related items)<br>VE=1.8, 10.0%<br>ME=10.8, 60.0%<br>LE=4.9, 27.2%<br>NE=.02, 1.1%<br>No response=.3, 1.7% |

MILITARY

| Students: | Staff: |
|---|---|
| 2=1.6% | NA |

PRESENT OR FORMER STUDENTS

| Students: | Staff: |
|---|---|
| 51=40.8% | VE=14, 77.8%<br>ME=3, 16.6%<br>LE=0, 0%<br>NE=1, 5.6% |

AN EMPLOYEE AT THIS SCHOOL

| Students: | Staff: |
|---|---|
| 10=8% | NA |

SE=Some Effect
St.E=Strong Effect

COMPARISON

G=Gateway
O=Ozarka
W=White River

STAFF AND STUDENT RETENTION QUESTIONNAIRE

| STATEMENTS | STAFF | | STUDENTS | |
|---|---|---|---|---|
| (For complete information refer to appendixes) | SE | St.E | SE | St.E |
| 2. Students have some type of mental, emotional, or physical handicaps. | G=40%<br>O=43.5% | | G=34.7%<br>W=33.8% | |
| 3. Students' secondary education is inadequate. | G=44%<br>W=44.4% | G=32%<br>W=44.4% | | |
| 4. Students decide their present job is satisfactory. | G=48%<br>W=44.4% | | | |
| 5. Students are unaware of information about employment possibilities. | O=43.2% | | | |
| 6. Classroom space is unavailable for the program chosen by students. | G=36% | | | |
| 8. Distance from school is too far and transportation for students is insufficient. | G=40% | | | |
| 9. Personal financial needs are too great and the cost of tuition is too high for students. | G=40%<br>W=44.4% | | G=33% | W=41.2% |
| 10. Child care is needed for students. | G=40%<br>O=42.9% | W=44.4% | | W=40% |

TABLE 2

COMPARISON

STAFF AND STUDENT RETENTION QUESTIONNAIRE

(cont'd)

| STATEMENTS | STAFF | | STUDENTS | |
|---|---|---|---|---|
| | SE | St.E | SE | St.E |
| 11. Students decide to marry or divorce | W=38.9% | | | |
| 12. Students cannot attend because of family or health problems. | G=64%<br>O=64.3% | | | |
| 13. Families of students are not supportive. | G=48%<br>O=46.4%<br>W=38.9% | | W=38.8% | |
| 14. Students decide to accept jobs related to vocational training. | G=44%<br>O=46.4%<br>W=50% | | G=31.9%<br>W=27.5% | W=30% |
| 18. Admission process for entering school is too complicated. | W=27.8% | W=27.8% | | |
| 19. More guidance is needed for students. | G=40% | W=38.8% | | |
| 20. Courses are not considered good quality by the students and/or equipment is out-of-date. | | W=27.8% | | |

COMPARISON

STAFF AND STUDENT RETENTION QUESTIONNAIRE

(cont'd)

| STATEMENTS | | STAFF | | STUDENTS | |
|---|---|---|---|---|---|
| | | SE | St.E | SE | St.E |
| 21. | Students postpone plans to attend school temporarily because they are undecided about their future. | O=35%<br>W=38.9% | | | W=30% |
| 22. | Students decide to attend another school. | | | | W=30% |
| 23. | Students feel government support is better than working. | G=44% | W=50% | | W=33.7% |
| 24. | Students cannot fit school around part-time jobs. | | | G=30.6%<br>O=31% | W=38.7% |
| 25. | Students cannot or do not come to class. | | | | G=25%<br>W=31.3% |
| 26. | Students fear failure in courses and are easily frustrated. | G=44%<br>W=33.3% | | W=30% | O=27%<br>G=27.8% |
| 27. | Students will not do the required work for the courses. | G=52%<br>W=33.3% | | G=29.2%<br>W=33.8% | |

COMPARISON

STAFF AND STUDENT RETENTION QUESTIONNAIRE

(cont'd)

| STATEMENTS | | STAFF | | STUDENTS | |
|---|---|---|---|---|---|
| | | SE | St.E | SE | St.E |
| 28. | Not enough time is available to work with educationally disadvantaged students. | W=44.4% | | | |
| 29. | Students have differences and/or conflicts with staff. | O=42.9% | | | |

of the responses for the three schools) ranked only two concerns of real significance. These were:

(1) Students cannot fit school around part-time jobs--33.3%

(2). Students fear failure in courses and are easily frustrated--28.3%

(See Table 2)

(For a closer examination at the student and staff responses, see appendix E & F.)

Even though the schools basically reflect a rural locality, each school's unique character is distinctive (see appendixes C, D, E & F). Therefore, the individual results from the schools illustrate the different needs and opinions of each school but the tables, also, accentuate the similarities and the base for drawing specific conclusions for all the schools. (A variance of perceptions from the students versus those of the staff were manifested in the results as shown in the tables 1 & 2).

(Since all three schools did not participate in all surveys, data are based on those questionnaires of participation from all three schools. The data from the other surveys or questionnaires, such as advertising, are not included).

**Observations**

After spending time at the three schools, a few observations are noted:

* The primary responsibility for recruitment and retention was delegated as follows:

  Gateway

  1989-1990--Counselor and Internship Coordinator

  1990-1991--Internship Coordinator

  Ozarka

  1989-1991--Counselor
  (also, the school had recruitment committee composed of staff members)

  White River

  1989-1990--Counselor and Assistant Director
  (also, recruitment committee)

  1991--Intern Coordinator

* Clubs, organizations, observance of special holidays and other occasions yield a means for both retention and recruitment for the schools. (A sense of family is derived from the activities; thus, creating good PR from newspaper articles about the

activities and goodwill for the participating students).

* Money is of paramount importance in the recruitment situation (none of the schools has adequate funds for large advertising promotions, etc.).
* Combating a negative image as perceived by the public is a continued problem the schools encounter. (See the manual, Teamwork: The Name of the Game in Recruitment for suggestions on image).
* As exhibited in the results of retention workshop questionnaires, the faculty at each of the schools shows genuine concern and care for the students (See appendix I).

**Conclusion**

Three major objectives were suggested at the beginning of this study. The goals and outcomes are listed below:

| Objectives | Outcomes |
|---|---|
| 1. To identify the factors that influence students to enroll in postsecondary vocational programs. | 1. & 2. Questionnaires were distributed, interviews were conducted, research was performed using |
| 2. To identify factors that contribute to their | texts, articles, |

| | |
|---|---|
| continued enrollment | handouts, vocational educators, etc. |
| 3. To implement strategies and develop model recruitment and retention (plans) based on these findings. | 3. From the data obtained through research, questionnaires, observations, etc., suggestions and strategies were presented in the two manuals written for the project, Teamwork: The Name of the Game in Recruitment and Retention: A Game Plan. |

Endeavors by staff working together under the leadership of a coordinator could encourage a spirit of cooperation. Unified efforts by all persons should be the thrust for recruiting and retaining students.

Research led to several recommendations to facilitate effective retention policies: special student workshops, study skills course, inservice staff workshops, student goal setting, etc. Proposed considerations given in the retention manual for each level of the staff in dealing with student conflicts. New tactics (ex. long distance learning, etc.) are prescribed.

The recruitment manual offers hints, guidelines, and

suggestions for reaching prospective students. Devising a flexible plan to establish a sense of direction for recruitment is fundamental to success.

The methods utilized in recruitment should be diverse and numerous. Some techniques show obvious results; while other results may be indirect (as one administrator observed, some strategies may be more subtle in influencing a student--the influence may come from a parent or another person who has seen or heard an advertisement and relayed the message of the ad to the student). Whatever designs are chosen, a plan of action is necessary to give specific direction and time span for achieving the plan.

Collaberation from all elements in the vocational school staff is necessary for successful retention and recruitment. One person cannot be completely accountable for success or failure of retention and recruitment programs. Every person has obligations to fulfill. The task necessitates an attitude of teamwork from all involved.

Appendix A

Sample Letter
(Requesting information)

**Gateway Vocational Technical School**

P.O. Box 3350
Batesville, AR 72503
(501) 793-7581
Don Tomlinson, Director

Vocational & Technical Education Division
Arkansas Department of Education

VoTech

June 29, 1989

Dear Sirs:

As Recruitment/Retention Coordinator for three Vocational-Technical schools in this area of the State of Arkansas, I have the responsibility for researching and developing effective methods for attracting students to these schools and then keeping them after they enrolled.

Please send any information on programs which have proved successful in your state. Respond to the following address:

Linda L. Bennett
Gateway Vo-Tech School
P.O. Box 3350
Batesville, AR 72501

I would appreciate any attention you can give to this subject.

Sincerely,

Linda L. Bennett
Recruitment/Retention
Coordinator

LB/we



An equal opportunity employer.

Appendix B

Sample Letter
(Reply to responses)

**Gateway Vocational Technical School**

P.O. Box 3350
Batesville, AR 72503
(501) 793-7581
Don Tomlinson, Director

Vocational & Technical Education Division
Arkansas Department of Education

VoTech

July 17, 1989

Dear

Your response to my inquiry regarding recruitment and retention was most appreciated. The information you shared will be valuable as we continue to organize an effective plan for recruitment and retention in this area of the State of Arkansas.

Thank you again for your consideration and attention to my request.

Sincerely,

Linda L. Bennett

Linda L. Bennett, Coordinator
Recruitment and Retention

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Appendix C

Student Recruitment Questionnaire
Comparison of responses
on selected strategies from
White River, Ozarka, and Gateway

## Student Questionaire

Directions: Complete the following survey form. Your opinions will provide information to help this school meet the needs of you and students who will come here in the future. You do not need to sign your name-your responses will be confidential. Circle the letter beside the word or phrase which applies to you, or your situation.

1. I am from:

   a. this town
   b. within 15 miles of this town
   c. 30 miles of this town
   d. other (write where you are from) _____

2. Sex: a. male b. female

3. Age:
   a. 16 - 19 years
   b. 20 - 24 years
   c. 25 - 34 years
   d. 35 - 44 years
   e. 45 years or older

4. Schools attended:

   a. high school
   b. college or university
   c. military training
   d. vocational school
   e. other _____

5. Highest level of education:

   a. high school diploma
   b. GED
   c. associate degree (2 yr.college)
   d. vocational school certification
   e. apprenticeship training
   f. college or university (4 yrs.)
   g. graduate school

6. The reasons I chose this school are:

   a. the school has a good reputation.
   b. the school offers the training I want.
   c. job placement for school graduates is good.
   d. tuition and other costs are reasonable.
   e. the location of school.
   f. availability of financial aid
   g. other (give explanation)

7. I am attending school:

   a. to learn new skills for a different career
   b. to update skills I already have
   c. for personal satisfaction
   d. for financial aid
   e. other (give explanation)

8. I learned about this school from: (Circle any of the reasons that are appropriate)

   a. special displays (booths at fair, etc.)
   b. posters
   c. school brochure
   d. another vocational school
   e. high school counselor or teacher
   f. the radio
   g. the television
   h. career day at high school or visit from vocational school representative to high school
   i. newspaper
   j. military
   k. present or former students
   l. an employee at this school
   m. other (give explanation)

9. After learning about this school, I received additional materials on school from:

   a. friends
   b. parents or other relative
   c. a school representative
   d. a high school teacher or counselor
   e. visiting the vocational school

10. The person who encouraged me the most to enroll in this school was:

   a. a friend
   b. a parent or other relative
   c. a high school teacher or counselor
   d. a student attending this school
   e. a school employee/instructor
   f. other (give explanation)

11. I did not receive enough information concerning:

   a. specific information about the courses/programs
   b. procedures and/or dates for enrolling
   c. tuition and other expenses for going to school
   d. job possibilities
   e. other (give explanation)

Answer the following questions:

12. In which program are you enrolled?

13. Before you enrolled, did you receive a telephone call from an instructor or employee from school?

14. What other courses would you like for this school to offer?

15. Do you have other suggestions for improvements in the enrollment process and/or other procedures?

Thank you for your participation in this survey. We wish you success now and in the future.

RECRUITMENT

SUMMARY OF RESPONSES ON STUDENT QUESTIONNAIRE
(responses ranked by highest percentages)

RESPONDENTS

| | GATEWAY (132) | WHITE RIVER (125) | OZARKA (141) |
|---|---|---|---|
| 1. | #1-Total/b,c,d/77=58.3%<br>#2----------/a/55=41.7% | #1-Total/b,c,d/83=66.4%<br>#2----------/a/42=33.6% | #1-Total/b,c,d/126=89.4%<br>#2----------/a/15=10.6% |
| 2. | #1----------/b/78=59.1%<br>#2----------/a/54=40.9% | #1----------/b/87=69.6%<br>#2----------/a/38=30.4% | #1----------/b/90=63.8%<br>#2----------/a/44=31.2%<br>NR----------/7=5% |
| 3. | #1-Total/c,d,e/72=54.5%<br>#2-Total--/a,b/60=45.5% | #1-Total/c,d,e/67=53.6%<br>#2-Total--/a,b/56=44.8%<br>NR----------/2=1.6% | #1-Total/c,d,e/91=64.5%<br>#2-Total--/a,b/48=34%<br>NR----------/2=1.5% |
| 5. | #1----------/a/41=31.1%<br>#2----------/b/32=24.2% | #1----------/a/65=52%<br>#2----------/b/35=26.5% | #1----------/a/74=52.5%<br>#2----------/b/43=30.5% |
| 6. | #1----------/b/99=75%<br>#2----------/e/52=39.4% | #1----------/b/115=92%<br>#2----------/e/42=33.6% | #1----------/b/112=79.4%<br>#2----------/a/56=39.7% |
| 7. | #1----------/b/96=72.7%<br>#2----------/a/56=42.4% | #1----------/a/113=90.4%<br>#2----------/c/30=24% | #1----------/a/66=46.8%<br>#2----------/b/19=13.5% |
| 8. | #1----------/k/55=41.7%<br>#2----------/f/23=17.4%<br>#3----------/e/19=14.4%<br>#4----------/i/18=13.6%<br>#5----------/h/17=12.8% | #1----------/k/51=40.8%<br>#2----------/e/28=22.4%<br>#3----------/c/27=21.6%<br>#4----------/i/25=20%<br>#5----------/f/22=17.7% | #1----------/k/54=38.3%<br>#2----------/i/16=11.3%<br>#3----------/h/10=7.1%<br>#4----------/e/9=6.4%<br>#5----------/f/7=4.9% |

RECRUITMENT
(cont'd)
SUMMARY OF RESPONSES ON STUDENT QUESTIONNAIRE
(responses ranked by highest percentages)

RESPONDENTS

| | GATEWAY (132) | WHITE RIVER (125 | OZARKA (141) |
|---|---|---|---|
| 9. | #1---------/e/79=59.8%<br>#2---------/c/31=23.5%<br>#3---------/a/21=15.9%<br>#4---------/d/15=11.4% | #1---------/e/88=70.4%<br>#2---------/c/28=22.4%<br>#3---------/a/18=14.4%<br>#4---------/d/15=12% | #1----------/e/55=39%<br>#2----------/c/17=21.1%<br>#3----------/a/10=7.1%<br>#4----------/d/7=5% |
| 10. | #1---------/b/45=34.1%<br>#2---------/a/30=22.7%<br>#3---------/e/19=14.4%<br>#4---------/f/18=13.6% | #1---------/b/52=41.6%<br>#2---------/a/35=28%<br>#3---------/f/23=18.4%<br>#4---------/d/12=9.6% | #1----------/b/29=20.6%<br>#2----------/a/25=17.7%<br>#3----------/f/18=12.8%<br>#4----------/e/10=7.1% |
| 11. | #1---------/d/44=33.3%<br>#2---------/a/29=22% | #1---------/d/29=23.2%<br>#2---------/c/28=22.4%<br>NR----------/27=21.6% | #1----------/c/19=13.5%<br>#2----------/a/13=9.2% |

Appendix D

Staff Recruitment Questionnaire
and comparison of responses

STAFF QUESTIONNAIRE

RECRUITMENT

Give your opinion regarding strategies for student recruitment for this school. (There is no need to sign your name to this form.)

Rate the following methods according to effectiveness: (circle the appropriate number in the column to the right).

| PERSONAL: | very effective | Moderately effective | little effect | no effect |
|---|---|---|---|---|
| Word of mouth | 1 | 2 | 3 | 4 |
| Reference from student/or former students | 1 | 2 | 3 | 4 |
| Employers of former students | 1 | 2 | 3 | 4 |
| Counselors | 1 | 2 | 3 | 4 |
| Presentations (Staff/Student speaking engagement, workshops, conferences, etc.) | 1 | 2 | 3 | 4 |
| School organizations | 1 | 2 | 3 | 4 |
| Others (List) | | | | |
| A. | 1 | 2 | 3 | 4 |
| B. | 1 | 2 | 3 | 4 |
| C. | 1 | 2 | 3 | 4 |
| NEWS COVERAGE: | | | | |
| News Items | 1 | 2 | 3 | 4 |
| Human interest stories (stories relating to students or others involved in school) | 1 | 2 | 3 | 4 |
| Letters to the editor | 1 | 2 | 3 | 4 |
| Advertisements | 1 | 2 | 3 | 4 |
| Press releases | 1 | 2 | 3 | 4 |
| Interviews | 1 | 2 | 3 | 4 |
| Others (List) | | | | |
| A. | 1 | 2 | 3 | 4 |
| B. | 1 | 2 | 3 | 4 |

| PRINT ITEMS: | Very effective | Moderately effective | Little effect | No effect |
|---|---|---|---|---|
| Brochures | 1 | 2 | 3 | 4 |
| Direct mail | 1 | 2 | 3 | 4 |
| Supermarket handouts | 1 | 2 | 3 | 4 |
| Fliers at adult gatherings | 1 | 2 | 3 | 4 |
| Paper placemats (at Fast food restaurants, etc.) | 1 | 2 | 3 | 4 |
| Shopper throw-aways (grocery bags, etc.) | 1 | 2 | 3 | 4 |
| Occupant mailings | 1 | 2 | 3 | 4 |
| Door-to-door packets | 1 | 2 | 3 | 4 |
| Newspaper inserts | 1 | 2 | 3 | 4 |
| Catalogs | 1 | 2 | 3 | 4 |
| Promotional newspaper | 1 | 2 | 3 | 4 |
| "Freebies" (pencils, pens, etc.-- possibly given at pre-testing) | 1 | 2 | 3 | 4 |
| Others (List) | | | | |
| A. | 1 | 2 | 3 | 4 |
| B. | 1 | 2 | 3 | 4 |
| C. | 1 | 2 | 3 | 4 |
| BROADCAST MEDIA: | | | | |
| T.V. ads | 1 | 2 | 3 | 4 |
| Radio ads | 1 | 2 | 3 | 4 |
| Others (List) | | | | |
| A. | 1 | 2 | 3 | 4 |
| B. | 1 | 2 | 3 | 4 |
| C. | 1 | 2 | 3 | 4 |
| | 46 | | | |

| OUTDOOR ADS/DISPLAYS | Very effective | Moderately effective | Little effect | No effect |
|---|---|---|---|---|
| Billboards, Marquees | 1 | 2 | 3 | 4 |
| Posters | 1 | 2 | 3 | 4 |
| Parking or bumper stickers | 1 | 2 | 3 | 4 |
| Displays at scheduled gatherings | 1 | 2 | 3 | 4 |
| Information booths | 1 | 2 | 3 | 4 |
| Others (List) | | | | |
| A. | 1 | 2 | 3 | 4 |
| B. | 1 | 2 | 3 | 4 |
| C. | 1 | 2 | 3 | 4 |
| PRINT MEDIA: | | | | |
| Newspaper commercial ads | 1 | 2 | 3 | 4 |
| Sports/program ads | 1 | 2 | 3 | 4 |
| Entertainment program ads | 1 | 2 | 3 | 4 |
| Classified ads | 1 | 2 | 3 | 4 |
| Free advertising space | 1 | 2 | 3 | 4 |
| Public service calendar notices | 1 | 2 | 3 | 4 |
| Others (List) | | | | |
| A. | 1 | 2 | 3 | 4 |
| B. | 1 | 2 | 3 | 4 |
| C. | 1 | 2 | 3 | 4 |

In the column to the right, please check the word which best describes your abilities in the following areas:

| | Above Average | Average | Below Average | Not Interested |
|---|---|---|---|---|
| A. Art | | | | |
| B. Photography | | | | |
| C. Layout | | | | |
| D. PR | | | | |
| E. Telephoning | | | | |
| F. Typing | | | | |
| G. General help | | | | |
| H. Public speaking | | | | |
| I. Demonstration of skills | | | | |
| J. Other abilities (List) | | | | |
| | | | | |
| | | | | |

In the column to the right, place a check under "Yes", "NO" or "N/A" (not applicable) corresponding to a characteristic or attribute of the personnel as a whole.

| | YES | NO | N/A |
|---|---|---|---|
| A. Enthusiasm and dedication | | | |
| B. Dependability | | | |
| C. Organizational ability | | | |
| D. Honesty | | | |
| E. High standard of work | | | |
| F. Reputation for courtesy | | | |
| G. Respect from media | | | |
| H. Good reputation of staff/school | | | |
| I. Other attributes (List) | | | |
| | | | |

Identify different ways the staff (i.e., teachers, support staff, counselors, administration, etc.) can/should be involved in recruitment.

Place a check on the line by your present position on the staff.

Teacher _____

Counselor _____

Administrator _____

Support staff _____

Other _____

G=Gateway
o=Ozarka
w=White River

VE=Very Effective
ME=Minor Effect
LE=Little Effect
NE=No Effect
NR=No Response

G=25 respondents
O=29 respondents
W=18 respondents

STAFF QUESTIONNAIRE
RECRUITMENT
COMPARISON
GATEWAY/OZARKA/WHITE RIVER
FALL, 1989

| **PERSONAL:** | | VE | ME | LE | NE | NR |
|---|---|---|---|---|---|---|
| Word of Mouth | 1. | G=72% | 24% | 4% | 0% | 0% |
| | | O=58.6% | 41.4% | 0% | 0% | 0% |
| | | W=83.3% | 16.7% | 0% | 0% | 0% |
| Reference from students/or former students | 2. | G=76% | 20% | 4% | 0% | 0% |
| | | O=69% | 31% | 0% | 0% | 0% |
| | | W=48.3% | 48.3% | 0% | 3.4% | 0% |
| Employers of former students | 3. | G=28% | 56% | 16% | 0% | 0% |
| | | O=20% | 48.3% | 27.6% | 3.4% | 0% |
| | | W=44.4% | 27.8% | 16.7% | 5.5% | 5.6% |
| Counselors... | 4. | G=12% | 56% | 24% | 8% | 0% |
| | | O=24.1% | 55.2% | 20.7% | 0% | 0% |
| | | W=11.1% | 50% | 22.2% | 16.7% | 0% |
| Presentations.. | 5. | G=12% | 64% | 24% | 0% | 0% |
| | | O=20.7% | 55.2% | 24.1% | 0% | 0% |
| | | W=11.1% | 44.4% | 44.4% | 0% | 0% |
| School organization | 6. | G=8% | 32% | 48% | 12% | |
| | | O=3% | 55% | 28% | 10% | 4% |
| | | W=0% | 44.4% | 44.4% | 11.1% | 0% |

Others:

G=Television, Newspaper
O=Radio, Truck Company, Newspaper
W=Referrals from ESD

(Percentages rounded to nearest tenth percent)

| **NEWS COVERAGE:** | | VE | ME | LE | NE | NR |
|---|---|---|---|---|---|---|
| News Items | 1. | G=12% | 48% | 16% | 4% | 20% |
| | | O=17.2% | 44.8% | 13.8% | 0% | 24.1% |
| | | W=5.6% | 66.7% | 5.6% | 5.6% | 16.5% |
| Human Interest Stories | 2. | G=12% | 60% | 24% | 4% | 0% |
| | | O=34.5% | 37.9% | 24.1% | 3.4% | 0% |
| | | W=38.9% | 50% | 11.1% | 0% | 0% |
| Letters to the Editor | 3. | G=12% | 32% | 36% | 20% | 0% |
| | | O=6.9% | 20.7% | 48.3% | 20.7% | 3.4% |
| | | W=5.6% | 38.9% | 44.4% | 11.1% | 0% |
| Advertisements | 4. | G=20% | 44% | 32% | 4% | 0% |
| | | O=17.2% | 68.9% | 13.8% | 0% | 0% |
| | | W=0 | 66.7% | 33.3% | 0% | 0% |
| Press release | 5. | G=12% | 52% | 32% | 4% | 0% |
| | | O=34.5% | 41.4% | 20.7% | 3.4% | 0% |
| | | W=5.6% | 66.7% | 27.7% | 0% | 0% |
| Interviews | 6. | G=20% | 44% | 36% | 0% | 0% |
| | | O=13.8% | 44.8% | 27.6% | 13.8% | 0% |
| | | W=11.1% | 61.1% | 27.8% | 0% | 0% |
| Others: | | W=Success stories | | | | |
| **PRINT ITEMS:** | | VE | ME | LE | NE | NR |
| Brochures | 1. | G=20% | 68% | 12% | 0% | 0% |
| | | O=10.3% | 65.5% | 24.1% | 0% | 0% |
| | | W=5.6% | 72.2% | 22.2% | 0% | 0% |
| Direct Mail | 2. | G=20% | 44% | 28% | 4% | 0% |
| | | G=4% for VE & ME both | | | | |
| | | O=10.3% | 68.9% | 11.2% | 3.5% | 6.1% |
| | | W=0% | 72.2% | 22.2% | 5.6% | 0% |
| Supermarket Handouts | 3. | G=0% | 40% | 56% | 4% | 0% |
| | | O=0% | 33.5% | 51.7% | 10.3% | 4.5% |
| | | W=0% | 39% | 55% | 6% | 0% |
| Fliers at adult gatherings | 4. | G=0% | 32% | 64% | 4% | 0% |
| | | O=0 | 31% | 44.8% | 13.8% | 10.3% |
| | | W=0% | 44.4% | 38.9% | 11.1% | 5.6% |

| | | VE | ME | LE | NE | NR |
|---|---|---|---|---|---|---|
| Paper placemats | 5. | G=0% | 12% | 64% | 24% | 0% |
| | | O=0% | 24.1% | 51.7% | 17.2% | 3.5% |
| | | O=3.5% as NA | | | | |
| | | W=0% | 33.3% | 66.7% | 0% | 0% |
| Shopper throw-aways | 6. | G=0% | 12% | 60% | 28% | 0% |
| | | O=0% | 17.2% | 55.1% | 17.2% | 6.9% |
| | | O=3.6% as NA | | | | |
| | | W=0% | 38.9% | 55.6% | 5.5% | 0% |
| Occupant mailing | 7. | G=0% | 20% | 48% | 32% | 0% |
| | | O=0% | 31% | 44.8% | 17.2% | 3.5% |
| | | O=3.5% as NA | | | | |
| | | W=0% | 44.4% | 50% | 5.6% | 0% |
| Door-to-door packets | 8. | G=0% | 32% | 40% | 28% | 0% |
| | | O=0% | 20.7% | 51.7% | 17.2% | 6.9% |
| | | O=3.5% as NA | | | | |
| | | W=0% | 22.2% | 72.2% | 5.6% | 0% |
| Newspaper inserts | 9. | G=4% | 44% | 32% | 12% | 8% |
| | | O=13.8% | 31% | 37.9% | 10.4% | 6.9% |
| | | W=5.6% | 66.7% | 27.7% | 0% | 0% |
| Catalogs | 10. | G=16% | 56% | 24% | 4% | 0% |
| | | O=3.4% | 34.5% | 41.4% | 13.8% | 6.9% |
| | | W=0% | 66.7% | 33.3% | 0% | 0% |
| Promotional newspaper | 11. | G=12% | 60% | 24% | 4% | 0% |
| | | O=20.7% | 48.3% | 17.2% | 6.8% | 7% |
| | | W=5.6% | 61.1% | 33.3% | 0% | 0% |
| Freebies | 12. | G=16% | 44% | 36% | 0% | 4% |
| | | O=3% | 55% | 32% | 7% | 3% |
| | | W=0% | 44.4% | 50% | 0% | 5.6% |
| Others: | None | | | | | |
| **BROADCAST MEDIA:** | | VE | ME | LE | NE | NR |
| Television ads | 1. | G=32% | 32% | 32% | 0% | 4% |
| | | O=17.2% | 51.7% | 17.3% | 10.3% | 0% |
| | | O=3.5% as ? | | | | |
| | | W=16.7% | 66.6% | 16.7% | 0% | 0% |

| | | VE | ME | LE | NE | NR |
|---|---|---|---|---|---|---|
| Radio Ads | 2. | G=24% | 52% | 20% | 0% | 4% |
| | | O=34.5% | 62.1% | 3.4% | 0% | 0% |
| | | W=16.7% | 66.7% | 16.7% | 0% | 0% |
| **OUTDOOR ADS/DISPLAYS:** | | | | | | |
| Billboards, marquees | 1. | G=8% | 40% | 44% | 4% | 4% |
| | | O=10.3% | 48.3% | 34.5% | 3.4% | 3.5% |
| | | W=16.7% | 50% | 33.3% | 0% | 0% |
| Posters | 2. | G=4% | 48% | 36% | 8% | 4% |
| | | O=6.9% | 44.8% | 41.4% | 0% | 6.9% |
| | | W=7.7% | 43.8% | 39.9% | 0% | 8.6% |
| Parking or bumper stickets | 3. | G=.4% | 49.8% | 36.8% | 0% | 6% |
| | | G=(7% if placed in right areas) | | | | |
| | | O=0% | 37.9% | 51.7% | 6.9% | 3.4% |
| | | W=5.6% | 50% | 44.4% | 0% | 0% |
| Displays at scheduled gatherings | 4. | G=8% | 48% | 32% | 4% | 8% |
| | | O=6.9% | 62% | 27.6% | 0% | 3.4% |
| | | W=0% | 61.1% | 38.9% | 0% | 0% |
| Information booths | 5. | G=8% | 48% | 40% | 0% | 4% |
| | | O=10.3% | 62.1% | 24.1% | 0% | 3.4% |
| | | W=0% | 55.6% | 44.4% | 0% | 0% |
| Others: | | | | | | |
| | | G=Career days, booths | | | | |
| | | O=Mobile unit at fairs opening - | | | | |
| | | O=visibility - (school vehicles) | | | | |
| | | W=0 | | | | |
| **PRINT MEDIA:** | | | | | | |
| Newspaper commercial ads | 1. | G=16% | 44% | 36% | 0% | 4% |
| | | O=27.6% | 58.6% | 10.3% | 3.4% | 0% |
| | | W=11.1% | 72.2% | 16.7% | 0% | 0% |
| Sports/program ads | 2. | G=8% | 44% | 40% | 4% | 0% |
| | | G=(3%-both VE & ME) | | | | |
| | | O=10% | 34% | 38% | 3% | 7% |
| | | O=3% as ? | | | | |
| | | W=0% | 44% | 44% | 11% | 0% |

| | | VE | ME | LE | NE | NR |
|---|---|---|---|---|---|---|
| Entertainment program ads | 3. | G=8% | 32% | 48% | 4% | 4% |
| | | (4%-both VE & ME) | | | | |
| | | O=0% | 34% | 41% | 14% | 7% |
| | | O=3% as ? | | | | |
| | | W=6% | 50% | 44% | 0% | 0% |
| Classified ads | 4. | G=4% | 60% | 32% | 0% | 4% |
| | | O=14% | 28% | 45% | 10% | 3% |
| | | W=6% | 67% | 27% | 0% | 0% |
| Free advertising space | 5. | G=4% | 36% | 56% | 0% | 4% |
| | | O=10% | 45% | 34% | 3% | 7% |
| | | W=0% | 72% | 28% | 0% | 0% |
| Public service | 6. | G=4% | 44% | 40% | 4% | 0% |
| | | G=4% at registration | | | | |
| | | O=7% | 41% | 41% | 7% | 3% |
| | | W=6% | 39% | 50% | 4% | 0% |
| Others: | | None | | | | |

Appendix E

Student Retention Questionnaire
and comparison of responses

STUDENT QUESTIONNAIRE

RETENTION

Directions:

Complete the following survey form. Your responses to the statements below will be helpful to this school now and in the future. DO NOT SIGN YOUR NAME. Thank you.

| | No effect | Minor effect | Some effect | Strong effect |
|---|---|---|---|---|
| 1. Students feel pressure to leave because their friends do not attend the same school. | 1 | 2 | 3 | 4 |
| 2. Students have some type of mental, emotional, or physical handicaps | 1 | 2 | 3 | 4 |
| 3. Students' secondary education is inadequate. | 1 | 2 | 3 | 4 |
| 4. Students decide their present job is satisfactory. | 1 | 2 | 3 | 4 |
| 5. Students are unaware of information about employment possibilities. | 1 | 2 | 3 | 4 |
| 6. Classroom space is unavailable for the program chosen by students. | 1 | 2 | 3 | 4 |
| 7. Students decide to enter military. | 1 | 2 | 3 | 4 |
| 8. Distance from school is too far and transportation for students is insufficient. | 1 | 2 | 3 | 4 |
| 9. Personal financial needs are too great and the cost of tuition is too high for students. | 1 | 2 | 3 | 4 |
| 10. Child care is needed for students. | 1 | 2 | 3 | 4 |
| 11. Students decide to marry or divorce. | 1 | 2 | 3 | 4 |
| 12. Students cannot attend because of family or health problems. | 1 | 2 | 3 | 4 |
| 13. Families of students are not supportive. | 1 | 2 | 3 | 4 |
| 14. Students decide to accept jobs related to vacational training. | 1 | 2 | 3 | 4 |
| 15. Students created behavior problems and are asked to leave school. | 1 | 2 | 3 | 4 |

| | No effect | Minor effect | Some effect | Strong effect |
|---|---|---|---|---|
| 16. Age difference is a problem to the students. | 1 | 2 | 3 | 4 |
| 17. Credits from other schools are not transferable. | 1 | 2 | 3 | 4 |
| 18. Admission process for entering school is to complicated. | 1 | 2 | 3 | 4 |
| 19. More guidance is needed for students | 1 | 2 | 3 | 4 |
| 20. Courses are not considered good quality by the students and/or equipment is out-of-date. | 1 | 2 | 3 | 4 |
| 21. Students postpone plans to attend school temporarily because they are undecided about their future. | 1 | 2 | 3 | 4 |
| 22. Students decide to attend another school. | 1 | 2 | 3 | 4 |
| 23. Students feel government support is better than working. | 1 | 2 | 3 | 4 |
| 24. Students cannot fit school around part-time jobs. | 1 | 2 | 3 | 4 |
| 25. Students cannot or do not come to class. | 1 | 2 | 3 | 4 |
| 26. Students fear failure in courses and are easily frustrated. | 1 | 2 | 3 | 4 |
| 27. Students will not do the required work for the courses. | 1 | 2 | 3 | 4 |
| 28. Not enough time is available to work with educationally disadvantaged students. | 1 | 2 | 3 | 4 |
| 29. Students have differences and/or conflicts with staff. | 1 | 2 | 3 | 4 |
| 30. In the space below, name other influences which may cause students to drop-out from school. | | | | |
| A. | 1 | 2 | 3 | 4 |
| B. | 1 | 2 | 3 | 4 |
| C. | 1 | 2 | 3 | 4 |

NE=No effect
ME=Minor effect
SE=Some effect
St.E=Strong effect
NR=No response

# Respondents
Gateway - 72
Ozarka - 107
White River -80

COMPARISON
STUDENT QUESTIONNAIRE
RETENTION
GATEWAY/OZARKA/WHITE RIVER
FALL, 1989

| | | NE | ME | SE | St.E |
|---|---|---|---|---|---|
| 1. | Gateway | 70.8% | 13.9% | 13.9% | 1.4% |
| | Ozarka | 66.0% | 9.0% | 19.0% | 5.0% |
| | White River | 61.2% | 15.0% | 20.0% | 3.8% |
| 2. | Gateway | 48.6% | 16.7% | 22.2% | 12.5% |
| | Ozarka (1%-1&2) | 55.0% | 17.0% | 18.0% | 9.0% |
| | White River | 46.2% | 12.5% | 28.8% | 12.5% |
| 3. | Gateway | 45.8% | 12.5% | 30.6% | 11.1% |
| | Ozarka (1%-NR) | 50.0% | 13.0% | 22.0% | 14.0% |
| | White River | 35.0% | 20.0% | 30.0% | 15.0% |
| 4. | Gateway (1.4%-NR) | 45.8% | 9.7% | 23.6% | 19.4% |
| | Ozarka (2%-NR) | 35.0% | 23.0% | 21.0% | 20.0% |
| | White River | 25.0% | 15.0% | 35.0% | 25.0% |
| 5. | Gateway | 23.6% | 27.8% | 34.7% | 13.9% |
| | Ozarka (2%-NR) | 36.0% | 22.0% | 20.0% | 21.0% |
| | White River (1.3%-NR) | 18.8% | 23.8% | 33.8% | 22.3% |
| 6. | Gateway (1.4%-NR) | 41.6% | 12.5% | 27.8% | 16.7% |
| | Ozarka (1%-NR) | 52.0% | 19.0% | 18.0% | 10.0% |
| | White River (1.3%-NR) | 51.3% | 11.3% | 20.0% | 16.1% |
| 7. | Gateway | 62.5% | 13.9% | 15.3% | 8.3% |
| | Ozarka (2%-NR) | 59.0% | 23.0% | 12.0% | 4.0% |
| | White River | 43.8% | 23.7% | 12.5% | 20.0% |
| 8. | Gateway | 30.6% | 13.9% | 27.7% | 27.8% |
| | Ozarka | 47.0% | 12.0% | 22.0% | 19.0% |
| | White River | 35.0% | 18.7% | 25.0% | 21.3% |
| 9. | Gateway (1.4%-NR) | 27.8% | 11.1% | 33.3% | 26.4% |
| | Ozarka (1%-1&4) | 32.0% | 19.0% | 20.0% | 28.0% |
| | White River | 12.5% | 10.0% | 36.3% | 41.2% |

(Some numbers rounded to nearest tenth percent)

| | | NE | ME | SE | St.E |
|---|---|---|---|---|---|
| 10. | Gateway | 41.6% | 8.3% | 22.2% | 27.8% |
| | Ozarka (4%-NR) | 36.0% | 9.0% | 20.0% | 31.0% |
| | White River | 26.3% | 8.7% | 25.0% | 40.0% |
| 11. | Gateway | 43.1% | 16.6% | 27.8% | 12.5% |
| | Ozarka (2%-NR) | 49.0% | 14.0% | 24.0% | 11.0% |
| | White River | 35.0% | 25.0% | 28.8% | 11.2% |
| 12. | Gateway | 26.4% | 22.2% | 26.4% | 25.0% |
| | Ozarka | 35.0% | 21.0% | 32.0% | 12.0% |
| | White River (1.3%-NR) | 20.0% | 17.5% | 35.0% | 26.2% |
| 13. | Gateway | 38.9% | 20.8% | 22.2% | 18.1% |
| | Ozarka | 42.0% | 18.0% | 22.0% | 18.0% |
| | White River | 31.2% | 17.5% | 38.8% | 12.5% |
| 14. | Gateway | 30.6% | 18.1% | 31.9% | 19.4% |
| | Ozarka (4%-NR) | 30.0% | 20.0% | 25.0% | 21.0% |
| | White River | 18.7% | 23.8% | 27.5% | 30.0% |
| 15. | Gateway | 56.9% | 23.7% | 9.7% | 9.7% |
| | Ozarka (2%-NR) | 51.0% | 21.0% | 16.0% | 9.0% |
| | White River | 31.2% | 22.5% | 28.8% | 17.5% |
| 16. | Gateway | 73.5% | 18.1% | 5.6% | 2.8% |
| | Ozarka (1%-NR) | 78.0% | 15.0% | 6.0% | 1.0% |
| | White River | 63.8% | 21.2% | 13.7% | 1.3% |
| 17. | Gateway | 44.4% | 22.2% | 20.8% | 12.5% |
| | Ozarka (1%-NR) | 50.0% | 26.0% | 17.0% | 6.0% |
| | White River (1.3%-NR) | 55.0% | 20.0% | 16.3% | 7.4% |
| 18. | Gateway | NA | NA | NA | NA |
| | Ozarka (1%-NR) | 61.0% | 29.0% | 7.0% | 2.0% |
| | White River | 48.6% | 28.8% | 13.8% | 8.8% |
| 19. | Gateway | 33.3% | 26.4% | 29.2% | 11.1% |
| | Ozarka (5%-NR) | 45.0% | 25.0% | 18.0% | 7.0% |
| | White River (2.5%-NR) | 35.0% | 15.0% | 32.5% | 15.0% |
| 20. | Gateway | 51.4% | 22.2% | 13.9% | 12.5% |
| | Ozarka (2%-NR) | 63.0% | 22.0% | 5.0% | 8.0% |
| | White River (1.3%-NR) | 55.0% | 17.5% | 16.2% | 10.0% |
| 21. | Gateway | NA | NA | NA | NA |
| | Ozarka (2%-NR) | 38.0% | 21.0% | 25.0% | 14.0% |
| | White River | 13.6% | 27.5% | 28.9% | 30.0% |
| 22. | Gateway | 59.7% | 18.1% | 12.5% | 9.7% |
| | Ozarka (2%-NR) | 50.0% | 19.0% | 20.0% | 9.0% |
| | White River (1.3%-NR) | 26.2% | 25.0% | 30.0% | 17.5% |

| | | NE | ME | SE | St.E |
|---|---|---|---|---|---|
| 23. | Gateway | 55.6% | 20.8% | 12.5% | 11.1% |
| | Ozarka (1%-NR) | 49.0% | 18.0% | 21.0% | 11.0% |
| | White River (2.5%-NR) | 35.0% | 16.3% | 33.7% | 12.5% |
| 24. | Gateway | 33.3% | 23.6% | 30.6% | 12.5% |
| | Ozarka | 41.0% | 17.0% | 31.0% | 11.0% |
| | White River | 22.5% | 21.3% | 38.7% | 17.5% |
| 25. | Gateway | 36.1% | 18.1% | 20.8% | 25.0% |
| | Ozarka (2%-NR) | 41.0% | 22.0% | 12.0% | 22.0% |
| | White River (1.3%-NR) | 28.8% | 22.5% | 16.1% | 31.3% |
| 26. | Gateway | 20.8% | 26.4% | 25.0% | 27.8% |
| | Ozarka (2%-NR) | 30.0% | 19.0% | 21.0% | 27.0% |
| | White River (1.1%-NR) | 18.8% | 21.3% | 30.0% | 28.8% |
| 27. | Gateway | 40.3% | 16.7% | 29.2% | 13.8% |
| | Ozarka (1%-NR) | 43.0% | 21.0% | 19.0% | 17.0% |
| | White River | 32.5% | 15.0% | 33.8% | 18.6% |
| 28. | Gateway | 44.4% | 18.1% | 20.8% | 16.7% |
| | Ozarka (1%-NR) | 47.0% | 19.0% | 11.0% | 21.0% |
| | White River | 42.5% | 20.0% | 20.0% | 17.5% |
| 29. | Gateway (1.5%-NR) | 45.8% | 23.6% | 19.4% | 9.7% |
| | Ozarka (1%-NR) | 52.0% | 20.0% | 17.0% | 10.0% |
| | White River | 42.5% | 18.8% | 22.5% | 16.2% |

Appendix F

Staff Retention Questionnaire
and comparison or responses

STAFF QUESTIONNAIRE

RETENTION

Purpose:

The responses you make to the statements below can provide insight for workable methods in student retention in this vocational-technical school. (Please do not sign your name to this form.) Circle the number which best suits your opinion of each of the following:

| | No effect | Minor effect | Some effect | Strong effect |
|---|---|---|---|---|
| 1. Students feel pressure to leave because their friends do not attend the same school. | 1 | 2 | 3 | 4 |
| 2. Students have some type of mental, emotional, or physical handicaps | 1 | 2 | 3 | 4 |
| 3. Students' secondary education is inadequate. | 1 | 2 | 3 | 4 |
| 4. Students decide their present job is satisfactory. | 1 | 2 | 3 | 4 |
| 5. Students are unaware of information about employment possibilities. | 1 | 2 | 3 | 4 |
| 6. Classroom space is unavailable for the program chosen by students. | 1 | 2 | 3 | 4 |
| 7. Students decide to enter military. | 1 | 2 | 3 | 4 |
| 8. Distance from school is too far and transportation for students is insufficient. | 1 | 2 | 3 | 4 |
| 9. Personal financial needs are too great and the cost of tuition is too high for students. | 1 | 2 | 3 | 4 |
| 10. Child care is needed for students. | 1 | 2 | 3 | 4 |
| 11. Students decide to marry or divorce. | 1 | 2 | 3 | 4 |
| 12. Students cannot attend because of family or health problems. | 1 | 2 | 3 | 4 |
| 13. Families of students are not supportive. | 1 | 2 | 3 | 4 |
| 14. Students decide to accept jobs related to vocational training. | 1 | 2 | 3 | 4 |
| 15. Students created behavior problems and are asked to leave school. | 1 | 2 | 3 | 4 |

| | No effect | Minor effect | Some effect | Strong effect |
|---|---|---|---|---|
| 16. Age difference is a problem to the students. | 1 | 2 | 3 | 4 |
| 17. Credits from other schools are not transferable. | 1 | 2 | 3 | 4 |
| 18. Admission process for entering school is to complicated. | 1 | 2 | 3 | 4 |
| 19. More guidance is needed for students | 1 | 2 | 3 | 4 |
| 20. Courses are not considered good quality by the students and/or equipment is out-of-date. | 1 | 2 | 3 | 4 |
| 21. Students postpone plans to attend school temporarily because they are undecided about their future. | 1 | 2 | 3 | 4 |
| 22. Students decide to attend another school. | 1 | 2 | 3 | 4 |
| 23. Students feel government support is better than working. | 1 | 2 | 3 | 4 |
| 24. Students cannot fit school around part-time jobs. | 1 | 2 | 3 | 4 |
| 25. Students cannot or do not come to class. | 1 | 2 | 3 | 4 |
| 26. Students fear failure in courses and are easily frustrated. | 1 | 2 | 3 | 4 |
| 27. Students will not do the required work for the courses. | 1 | 2 | 3 | 4 |
| 28. Not enough time is available to work with educationally disadvantaged students. | 1 | 2 | 3 | 4 |
| 29. Students have differences and/or conflicts with staff. | 1 | 2 | 3 | 4 |
| 30. In the space below, name other influences which may cause students to drop-out from school. | | | | |
| A. | 1 | 2 | 3 | 4 |
| B. | 1 | 2 | 3 | 4 |
| C. | 1 | 2 | 3 | 4 |

PLACE A CHECK BY THE LINE OF YOUR PRESENT POSTION ON THE STAFF.

Teacher _____ Support position _____

Counselor _____ Administrator _____

G=Gateway
O=Ozarka
W=White River
G=25 Respondents
O=28 Respondents
W=18 Respondents

NR=No Response
NA=Not Applicable
St.E=Strong Effect
SE=Some Effect
ME=Minor Effect
NE=No Effect

COMPARISON
STAFF QUESTIONNAIRE
RETENTION
GATEWAY/OZARKA/WHITE RIVER

| | NE | ME | SE | St.E | NR | NA |
|---|---|---|---|---|---|---|
| 1. | G=16%<br>O=42.9%<br>W=33.3% | G=56%<br>O=32.1%<br>W=61% | G=24%<br>O=21.4%<br>W=5.6% | G=4%<br>O=3.6%<br>W=0% | G=0%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% |
| 2. | G=8%<br>(G=Especially emotional - 4%)<br>O=12.7%<br>W=5.6% | G=36%<br>O=36.7%<br>W=50% | G=40%<br>O=43.5%<br>W=33.3% | G=12%<br>O=7.1%<br>W=11.1% | G=0%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% |
| 3. | G=8%<br>O=10.7%<br>W=0% | G=16%<br>O=35.7%<br>W-11.1% | G=44%<br>O=32.1%<br>W=44.4% | G=32%<br>O=21.4%<br>W=44.4% | G=0%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% |
| 4. | G=4%<br>O=14.3%<br>W=5.6% | G=36%<br>O=42.9%<br>W=33.3% | G=48%<br>O=32.1%<br>W=44.4% | G=12%<br>O=10.7%<br>W=11.1% | G=0%<br>O=0%<br>W=5.6% | G=0%<br>O=0%<br>W=0% |
| 5. | G=16%<br>O=17.9%<br>W=0% | G=36%<br>O=17.9%<br>W=22.2% | G=28%<br>O=43.2%<br>W=55.6% | G=20%<br>O=21%<br>W=22.2% | G=0%<br>O=0%<br>W=0 | G=0%<br>O=0%<br>W=0 |
| 6. | G=20%<br>O=46.4%<br>W=44.4% | G=24%<br>O=28.6%<br>W=38.9% | G=36%<br>O=14.3%<br>W=5.6% | G=20%<br>O=10.7%<br>W=11.1% | G=0%<br>G=0%<br>W=0% | G=0%<br>G=0%<br>W=0% |
| 7. | G=28%<br>O=32.1%<br>W=44.4% | G=52%<br>O=46.4%<br>W=38.9% | G=12%<br>O=21.4%<br>W=16.7% | G=8%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% |
| 8. | G=12%<br>O=17.9%<br>W=22.2% | G=36%<br>O=46.4%<br>W=44.4% | G=40%<br>O=14.3%<br>W=11.1% | G=12%<br>O=21.4%<br>W=22.2% | G=0%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% |
| 9. | G=4%<br>O=7.1%<br>W=16.6%<br>W=(3 & 4, 5.6%) | G=32%<br>O=42.9%<br>W=11.1% | G=40%<br>O=28.6%<br>W=44.4% | G=24%<br>O=21.4%<br>W=22.2% | G=0%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% |

| | NE | ME | SE | St.E | NR | NA |
|---|---|---|---|---|---|---|
| 10. | G=8%<br>O=0%<br>W=11.1% | G=28%<br>O=28.6%<br>W=11.1% | G=40%<br>O=42.9%<br>W=33.3% | G=24%<br>O=28.5%<br>W=44.4% | G=0%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% |
| 11. | G=8%<br>O=3.6%<br>O=(2 & 4, 3.6%)<br>W=22.2% | G=48%<br>O=53.6%<br>W=27.8% | G=32%<br>O=39.2%<br>W=38.9% | G=12%<br>O=0%<br>W=11.1% | G=0%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% |
| 12. | G=4%<br>O=3.6%<br>W=11.1% | G=24%<br>O=25%<br>W=55.6% | G=64%<br>O=64.3%<br>W=33.3% | G=8%<br>O=7.1%<br>W=0% | G=0%<br>O=0%<br>O=0% | G=0%<br>O=0%<br>O=0% |
| 13. | G=4%<br>O=3.6%<br>W=11.1% | G=24%<br>O=39.2%<br>W=38.9% | G=48%<br>O=46.4%<br>W=38.9% | G=24%<br>O=10.7%<br>W=11.1% | G=0%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% |
| 14. | G=0%<br>G=(4% as ?)<br>O=0%<br>W=11.1% | G=28%<br>O=35.7%<br>W=27.8% | G=44%<br>O=60.7%<br>W=50% | G=24%<br>O=3.6%<br>W=11.1% | G=0%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% |
| 15. | G=24%<br>G=(4%, little)<br>O=39.2%<br>W=72.2% | G=52%<br>O=53.6%<br>W=27.8% | G=12%<br>O=7.1%<br>W=0% | G=8%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% |
| 16. | G=60%<br>O=42.9%<br>W=72.2% | G=28%<br>O=42.9%<br>W=11.1% | G=12%<br>O=14.2%<br>W=16.7% | G=0%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% |
| 17. | G=48%<br>O=32.1%<br>W=66.7% | G=28%<br>O=42.9%<br>W=27.8% | G=24%<br>O=17.9%<br>W=5.5% | G=0%<br>O=7.1%<br>W=0% | G=0%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% |
| 18. | G=NA<br>O=42.9%<br>W=22.2% | G=NA<br>O=57.1%<br>W=22.2% | G=NA<br>O=0%<br>W=27.8% | G=NA<br>O=0%<br>W=27.8% | G=NA<br>O=0%<br>W=0% | G=NA<br>O=0%<br>W=0% |
| 19. | G=20%<br>O=32.1%<br>W=16.7% | G=32%<br>O=39.3%<br>W=16.7% | G=40%<br>O=25%<br>W=27.8% | G=8%<br>O=3.6%<br>W=38.8% | G=0%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% |
| 20. | G=28%<br>O=28.6%<br>W=22.2% | G=32%<br>O=32.1%<br>W=27.8% | G=28%<br>O=21.4%<br>W=22.2% | G=8%<br>O=17.9%<br>W=27.8% | G=4%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% |
| 21. | G=NA<br>O=0%<br>W=5.6% | G=NA<br>O=53.6%<br>W=33.3% | G=NA<br>O=35.7%<br>W=38.9% | G=NA<br>O=7.1%<br>W=22.2% | G=NA<br>O=3.6%<br>W=0% | G=NA<br>O=0%<br>W=0% |

| | NE | ME | SE | St.E | NR | NA |
|---|---|---|---|---|---|---|
| 22. | G=20%<br>O=7.1%<br>W=5.6% | G=48%<br>O=71.4%<br>W=33.3% | G=24%<br>O=14.3%<br>W=33.3% | G=8%<br>O=7.1%<br>W=27.8% | G=0%<br>O=0%<br>O=0% | G=0%<br>O=0%<br>O=0% |
| 23. | G=16%<br>O=3.6%<br>W=5.6% | G=24%<br>O=46.4%<br>W=22.2% | G=44%<br>O=35.7%<br>W=22.2% | G=16%<br>O=14.3%<br>W=50% | G=0%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% |
| 24. | G=44%<br>O=10.7%<br>W=11.1% | G=32%<br>O=50%<br>W=55.6% | G=12%<br>O=35.7%<br>W=33.3% | G=12%<br>O=3.6%<br>W=0% | G=0%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% |
| 25. | G=0%<br>O=17.9%<br>W=27.8% | G=24%<br>O=42.8%<br>W=44.4% | G=60%<br>O=35.7%<br>W=16.7% | G=16%<br>O=0%<br>W=11.1% | G=0%<br>O=3.6%<br>W=0% | G=0%<br>O=0%<br>W=0% |
| 26. | G=8%<br>O=7.1%<br>W=27.8% | G=32%<br>O=53.6%<br>W=33.3% | G=44%<br>O=32.1%<br>W=33.3% | G=16%<br>O=7.1%<br>W=5.6% | G=0%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% |
| 27. | G=4%<br>O=21.4%<br>W=22.2% | G=44%<br>O=53.6%<br>W=33.3% | G=52%<br>O=17.9%<br>W=33.3% | G=0%<br>O=7.1%<br>W=11.1% | G=0%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% |
| 28. | G=12%<br>O=17.9%<br>W=16.7% | G=44%<br>O=46.4%<br>W=16.7% | G=32%<br>O=32.1%<br>W=44.4% | G=12%<br>O=3.6%<br>W=22.2% | G=0%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% |
| 29. | G=12%<br>O=42.9%<br>W=27.8% | G=68%<br>O=42.9%<br>W=33.3% | G=16%<br>O=10.7%<br>W=11.1% | G=4%<br>O=3.5%<br>W=27.8% | G=0%<br>O=0%<br>W=0% | G=0%<br>O=0%<br>W=0% |

(Some numbers have been rounded to nearest tenth percent)

Appendix G

Advertising Questionnaire
Ozarka and White River

ADVERTISING QUESTIONNAIRE

Please complete the following questionnaire. We need to know the best ways to inform people about Ozarka Vo-Tech. You can help us by giving answers to the questions below.

Your cooperation is appreciated. (Do not sign your name).

Circle the number next to the answer which applies to you.

1. When did you first learn about Ozarka Vo-Tech?
   1. Within the last three (3) months
   2. Within the last year
   3. Within the last two (2) years.
   4. I learned about this school _____years ago.
      (Write the number of years which applies to you).

2. When did you decide to enroll at Ozarka Vo-Tech?
   1. Within a week before enrolling
   2. One (1) to four (4) weeks before enrolling
   3. One (1) to two (2) months before enrolling
   4. I decided_____months before enrolling
      (Write the number of months which apply to you).

3. Have you seen/heard any information about Ozarka Vo-Tech from any of the following sources?

| | | |
|---|---|---|
| In the newspapers | 1. yes | 2. no |
| On the television | 1. yes | 2. no |
| On billboards | 1. yes | 2. no |
| From the radio | 1. yes | 2. no |
| From the mail | 1. yes | 2. no |
| At the work place | 1. yes | 2. no |
| At employment or government offices (posters, flyers, brochures) | 1. yes | 2. no |
| At businesses (posters, flyers, brochures) | 1. yes | 2. no |

4. a. Do you read a newspaper? 1. yes 2. no

b. If you do read a newspaper which of the following do you read? (From the list below, place a check by all you read).

White River Current
Stone County Leader
The News
The Tri County Record
The Baxter Bulletin
Ozark Trading Post
Batesville Guard
Stone County Citizen
The South Missourian News
Arkansas Democrat
Arkansas Gazette

c. From which newspaper (s) did you see an advertisement for Ozarka Vo-Tech? (List the newspapers).

5. a. Do you listen to the radio? (Circle the number by your answer).

1. yes 2. no

b. If so, do you listen more than one hour a day? (Circle the number by your answer).

1. yes 2. no

c. What radio programs interest you? (Please check by all which apply to you).

News
Sports
Talk Shows
Country Music
Rock Music
Special Features
"Easy Listening" Music
Other (Please list)

d. Which radio stations do you enjoy? (Place a check by all which apply to you.)

Thayer -- KALM
Hardy -- KFC-FM
Mountain Home -- KTLO
Salem -- KSAR
Cave City -- KZIG
Mountain View -- KWOZ
Mammouth Spring-- K Country
Batesville -- KBTA/KZLE
KAAB or KWOZ

Others -- _____
Please list

6. a. How many hours per day do you watch television? (Circle the number by the answer which applies to you.)

1. One (1) to two (2) hours
2. Three (3) to four (4) hours
3. More than four (4) hours
4. None (0)

b. What programs on television interest you? (Place a check by all which apply to you.)

Talk Shows
News
Sports
Movies
Situation Comedy Reruns (ex. Gilligan's Island, Brady Bunch, Andy Griffin Show, etc.)
Others (Please list)

c. From the following list, please place a check by all television stations you watch.

Little Rock Stations: KARK (Channel 4)
KTHV (Channel 11)
KATV (Channel 7)
Jonesboro: KAIT (Channel 8 or 2)
Public Television Station:
Cable TV: (ex. ESPN, CNN, CBN, TBS)
List Cable TV stations you watch_____

7. If someone told you about this school (a family member, a friend, or someone else), where did they get their information? (ex. newspaper ad, television, radio)

8. a. Has a potential employer ever discussed with you about your getting additional training?

1. yes 2. no

b. If so, did they mention Ozarka Vo-Tech?

1.yes 2.no

9. Have you seen a general information advertisement on television or read in a newspaper/magazine about vocational training? (ex. an advertisement or article which did not name a specific school)

1. yes 2. no

10. Did you consider any of the following educational options before choosing this school?

Private business, trade or technical school
1. yes 2. no

Two-year Junior College
1. yes 2. no

Four-year College
1. yes 2. no

Another Vo-Tech
1. yes 2. no

Please name the school:

11. List any other sources (advertising, etc.) which influenced your coming to Ozarka Vo-Tech.

THANK YOU VERY MUCH FOR YOUR HELP.

ADVERTISING QUESTIONNAIRE

Please complete this questionnaire. We need to know the best ways to inform people about White River Vo-Tech. You can help us by giving your opinion on the following questions -- Respond honestly. (Do not sign your name.)
Your cooperation is appreciated.

Circle the number next to the answer which applies to you.

1. When did you first learn about White River Vo-Tech?

    1. Within the last three (3) months
    2. Within the last year
    3. Within the last two (2) years
    4. I learned about this school _____ years ago (Write in the number of years which applies to you.)

2. When did you decide to enroll at White River Vo-Tech?

    1. Within a week before enrolling
    2. One (1) to four (4) weeks before enrolling
    3. One (1) to two (2) months before enrolling
    4. I decided _____ months before enrolling (Write in the number of months which apply to you.)

3. Have you seen/heard any information about White River Vo-Tech from any of the following places?

| | | |
|---|---|---|
| In the newspapers | 1. yes | 2. no |
| On the television | 1. yes | 2. no |
| On billboards | 1. yes | 2. no |
| From the radio | 1. yes | 2. no |
| From the mail | 1. yes | 2. no |
| At the work place | 1. yes | 2. no |
| At employment or government offices (posters, flyers, brochures) | 1. yes | 2. no |
| At businesses (poster, flyers, brochures) | 1. yes | 2. no |

4. a. Do you read a newspaper? 1. yes 2. no

b. If you do read a newspaper which of the following do you read? (From the list below, place a check by all those you read.)

| | |
|---|---|
| Newport Daily Independent | _____ |
| Batesville Daily Guard | _____ |
| Ozark Trading Post | _____ |
| Augusta Advocate | _____ |
| McCrory Leader | _____ |
| Bald Knob Banner | _____ |
| Merchant Shopper | _____ |
| The Daily Citizen | _____ |
| Walnut Ridge Times | _____ |
| Jonesboro Sun | _____ |
| The Modern News | _____ |
| Arkansas Democrat | _____ |
| Arkansas Gazette | _____ |

c. From which newspaper(s) did you see an advertisement for White River Vo-Tech? (List the newspapers)

_____

_____

5. a. Do you listen to the radio? (Circle the number by your answer.)

1. yes 2. no

b. If so, do you listen more than one hour a day? (Circle the number by your answer.)

1. yes 2. no

c. What radio programs interest you? (Please check by all which apply to you.)

| | |
|---|---|
| News | _____ |
| Sports | _____ |
| Talk Shows | _____ |
| Country Music | _____ |
| Rock Music | _____ |
| Special Feature | _____ |
| "Easy listening" Music | _____ |
| Other (please list) | _____ |

d. Which radio stations do you enjoy? (Place a check by all which apply to you.)

| | | |
|---|---|---|
| Newport -- | KNBY/KOKR | _____ |
| Batesville -- | KBTA/KZLE | _____ |
| | KAAB OR KWOZ | _____ |
| Jonesboro -- | KFIN | _____ |
| | KNEA | _____ |
| | KBTM/KJBR | _____ |
| Searcy -- | KAPZ | _____ |
| | KWCK/KSER | _____ |
| Wynne -- | KWYN | _____ |
| Trumann -- | KXRQ | _____ |
| Little Rock -- | _____ | |
| | Please list | |
| Memphis -- | _____ | |
| | Please list | |

e. Have you heard an ad for White River Vo-Tech on the radio?

1. yes 2. no

f. If so, which station?

Please list _____
_____

a. How many hours per day do you watch television? (Circle the number by the answer which applies to you.)

1. One (1) to two (2) hours
2. Three (3) to four (4) hours
3. More than four (4) hours
4. None (0)

b. What programs on television interest you? (Place a check by all those which apply to you.)

Talk Shows _____
News _____
Sports _____
Movies _____
Situation Comedy Reruns (Gilligan's Island, Brady Bunch, Andy Griffin Show, etc.) _____
Others (Please list)
_____
_____

c. From the following list, please place a check by all television stations you watch.

Little Rock Station: KARK (Channel 4) _____
KTHV (Channel 11)_____
KATV (Channel 7) _____
Jonesboro: KAIT (Channel 8 or 2) _____
Public Television Station: _____
Cable TV: (ex. ESPN, CNN, CBN, TBS)
List stations you watch on Cable TV _____

7. If someone told you about this school (a family member, a friend, or someone else), where did they get their information? (ex. Newspaper ad, television, radio)

_____
_____

8. a. Has a potential employer ever discussed with you about your getting additional training?

1. yes 2. no

b. If so, did they mention White River Vo-Tech?

1. yes 2. no

9. Have you ever seen a general information advertisement on television or read in a newspaper/magazine about vocational training? (ex. an advertisement or article which did not name a specific school.)

1. yes 2. no

10. a. Did you consider any of the following educational options before choosing this school?

1. yes 2. no

b. If yes, which school?

Private Business, trade or technical school 1. yes 2. no

Two-year (Junior College)
1. yes 2. no

Four-year College
1. yes 2. no

Another Vo-Tech
1. yes 2. no

List the school:

_____

_____

11. List any other sources (advertising, etc.) which influenced you to come to White River Vo-Tech.

_____

_____

_____

12. Please write the name of the town where you currently live.

_____

THANK YOU VERY MUCH FOR YOUR HELP.

Appendix H

Sample
Telephone survey scripts, etc.

TELEPHONE SCRIPT

Hello, my name is _____.

I am conducting a random telephone survey concerning the Vo Tech school in our area.

Your telephone number was selected at random and your answers will be kept confidential.

Would you mind answering a few questions for me? Thank you.

Go to questionnaire.

Thank you so much for helping me.

I appreciate your cooperation.

HELLO

My name is _____. I'm conducting a survey for White River Vo-Tech. I would appreciate your answering a few questions about our school.

(Ask questions)

Thank you for your time. I appreciate your participation in our survey.

1. Are you aware of White River Vocational School in Newport?
2. Are you familiar with the courses offered?
3. Has anyone in your family ever been a student at White River?
4. In which department were they enrolled?
5. Have you been employed as a result of attending White River?
6. Would you be interested in attending the school in the future?
7. Are you aware of available financial aid and grants?
8. What do you think is the average cost for attending the school?
9. Did you know that White River is North Centrally accredited?
10. What additional courses would you like to see offered?

My name is _____.

I'm from White River Vo-Tech. I'm taking a telephone survey using random telephone numbers. Would you please answer a few questions for me?

Thank you.

Questions:

1. Do you know where White River Vo-Tech is located?

2. Have you ever been to the school?

3. Do you know what programs or courses are offered?

4. Have you or anyone you know gone to school at White River? If so, in what programs were taken?

5. Do you know we have job placement assistance?

6. Are you aware financial aid is available?

7. Have you seen or heard advertisements about White River? If so, where or how?

8. Are you aware night classes are available?

9. What is your opinion or impression of this school?

10. Do you have suggestions and/or comments about the school?

(Conclusion) Thank you so much for your time and cooperation. Have a nice day!

# TELEPHONE LOG

| DATE | NUMBER CALLED | PERSON CALLED | PERSON CALLING |
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Hello. My name is _____. I am conducting a survey for Ozarka Vo-Tech School. I would appreciate your answering a few questions about our school.

ASK QUESTIONS!!!!

Thank you for your time. We really appreciate your participation in our survey.

#_____

TELEPHONE SURVEY

MELBOURNE COMMUNITY RE: OZARKA

1. Are you aware of a Vocational Technical School in Melbourne? yes____ no____

2. If yes, are you familiar with the courses offered? yes____ no____

3. Has anyone in your family ever been a student at Ozarka? yes____ no____

4. What department were they enrolled in? BE____ IET____ MAS____ LPN____
AT____ FS ____ TD ____ CARP____
OTHER_____

5. Have they been employed as a result of attending Ozarka? yes____ no____

6. Would anyone be interested in attending in the future? yes____ no____ unde____

7. Are you aware of the grants and financial aid available? yes____ no____

8. What do you think is the average cost of attending? _____

9. Are you aware that Ozarka is North Centrally accredited? yes____ no____

10. What additional course would you like to see offered at Ozarka?_____

TELEPHONE SURVEY TALLEY SHEET

1. Are you aware of a Vocational Technical School in Melbourne?

   Yes — Total Yes_____

   No — Total No_____

2. If yes, are you familiar with the courses offered?

   Yes — Total Yes_____

   No — Total No_____

   N/A — Total N/A_____

3. Has anyone in your family ever been a student at Ozarka?

   Yes — Total Yes_____

   No — Total No_____

   N/A — Total N/A

4. What department were they enrolled in?

   BE — BE Total_____

   IET — IET Total_____

   MAS — MAS Total_____

   LPN — LPN Total_____

   AT — AT Total_____

   FS — FS Total_____

   TD — TD Total_____

   CARP — CARP Total_____

   OTHER – — OTHER Total_____

   N/A — N/A Total_____

5. Have they ever been employed as a result of attending Ozarka?

   Yes — Yes Total_____

   No — No Total_____

   N/A — N/A Total_____

Appendix I

Staff Workshop Questionnaire
and responses

## Evaluating Retention Methods

Directions: After reviewing the results of the chart and participating in the brainstorming session, discuss and answer the following questions.

1. What present methods are most effective in retaining students?

2. What can be done to improve or increase the usefulness of these methods?

3. How can these methods be categorized? (ex. for counseling, mentoring, basic skills, etc.)

4. Are there some areas where students are being neglected?

5. How can we meet the needs of these students?

# Respondents - 14 Fall - 1990

WHITE RIVER VO-TECH
WORKSHOP QUESTIONNAIRE RESULTS
EVALUATING RETENTION METHODS: Staff Responses

(NR-No Response: total number of responses are in parentheses: all responses are categorized)

Question #1

Pre-tech (6):
*Completing pre-tech before entering vocational programs
*Pre-tech--2
*Complete pre-tech first--2
*Ordering students to complete pre-tech before enrolling in a class

IWP (Individual work plan) (2):
*IWP
*Developing individual work plans for each student

Counseling (2):
*Counseling: one-on-one by instructors, counselors and administrators
*One-on-one

Staff/instruction (3):
*Motivate students
*Pleasant attitude from all staff
*Working one-on-one with individual needs

Others (4):

*Use other students to work with slower students
*Don't overload them with too many hours
*Increase self-esteem
*Requiring certain basic skills

Question #2

NR-2
Counseling (5):

*Counselor needs to be available at all times (Teachers, counselor, and administration)
*Counsel with them
*More one-on-one--2
*More one-on-one contact with students

IWP (Individual work plan) (2):

*Work with IWPs more seriously
*Use IWPs more extensively when students first enrolled

Others (5):

*Know more about students
*Increase the morale of staff
*Be more flexible
*Perhaps having refresher courses in basic skills
*Workshops to help these students as well as others

Question #3

NR-2
Counseling (9)

*Counseling-5
*Counseling after pre-enrollment, placement tests
*Counseling after pretests are taken
*For counseling
*By testing and interviewing

Basic skills (4)

Others (3):

*Mentoring
*Students working together more
*Everyone

Question #4

No-1
Yes-1
Non-specific responses (4):

*Not that I can think of at this time
*Not at this time
*Probably
*I don't know

Counseling (3):

*Explaining situation thoroughly with students
*Possibly one-on-one
*Some students may need more counseling on decision making strategies

Instruction (2):

*By instructors failing to refer them to the counselor
*Yes, individual time with instruction. More individualized attention

Others (2):

*Financial aid, learning disabled
*Drug-alcohol abuse

Question #5

NR-3
Counseling (4):

*Counsel with them or send them to the counselor
*Encourage instructors to refer students to the counselor
*Refer suspected L. D. to testing or provide testing
*Scheduling counseling sessions

Instructional (5):

*(1. Change our attitudes about students
*(2. Work harder to improve basic skills of students
*Become better acquainted with the students problems
*Try to set aside time so students can talk individually with instructors
*Schedule office time for instructors during day

Others (3):

*Plan time more effectively
*Through workshops
*Workshops

# Respondents - 20 Fall - 1990

OZARKA VO-TECH
WORKSHOP QUESTIONNAIRE RESULTS
EVALUATING RETENTION METHODS: Staff responses

(NR-No Response: total number of responses are in parentheses: all responses are categorized)

Question #1

Counseling (13):

Counseling - 12
Screening and counseling before entry to school

Scheduling (11):

Modified schedules - 7
Flexible scheduling - 2
Individualized/modified scheduling
Modifying courses and schedules

Instruction (9):

Presenting quality instruction to the students
Individualized methods (teaching/prescriptions)
Basic skills
Good instruction
Learning lab - 5

Financial (2):

Grants
Financial aid

Others (9):

Mentoring - 2
Personal contact
Conferences
Fairness
Enabling students to learn what they want to learn
Providing the time
Public awareness
Orientation--starts with good student selection

Question #2
NR--3

Counseling (4):

*Better counseling or determination before student begins a program to determine if they are suited to that program or school
*Setting aside time to counsel
*Set up time during school year for all students to visit with counselor
*Early testing to enroll them in lab before classes

All staff/and/or instruction (9):

*Have closer insight into student perspective
*More dept. participation in flexible scheduling
*Provide information/resources to all staff
*Make students aware of all available help and resources
*Planning orientation lessons
*All personnel
*Instructors should take a bigger role in counseling with students
*Encourage students, especially when they feel discouraged
*More individual attention

Credit (2):

*Don't duplicate skills that the students already possess
*Give more credit to skills the students already possess (teach what they don't know not what they know)

Finances (2):

*Money
*Provide financial aid

Others (4):

*Place more emphasis on all methods
*Improve programs by updating and motivating students
*Child care
*Get more information out to potential students on learning lab

No changes needed (5):

*Continue using the methods - 2
*Things seem to be fine as they are
*I think we're doing what we can
*Continue to use

Question #3
NR - 9

Counseling - 6

Mentoring

Financial

Academic

Personal

Community resources

Student history

Specific needs, that is weak areas

Question #4
NR-6
No-3

Time (3):

*Part of the drop-out problem with business ed. students is that they are overloaded. Many students have dropped out in the three years I have been here who were perfectly capable, but could not handle the plethora of classes that were scheduled for them.
*No free time during the day to study, take care of financial problems, see teachers, etc.
*Study time--study hall

Other responses (8):

*Students with poor reading skills need more help w/reading
*Not neglected but need more assistance in job placement and more encouragement (to) continue expanding knowledge base
*Areas to improve self-esteem
*Possibly flexible scheduling
*Possibly child care
*Possibly
*Probably
*Not intentionally

Question #5
NR-8

Personal involvement (7):

*More individual help--not just computer reading
*By letting them know we are here for them
*One-on-one sessions
*Be receptive to students' problems
*Be empathetic to students
*Positive reinforcement
*Counseling

Time factor (3):

*Let students know that it is acceptable to take more than 1 year to complete a program
*Longer term or increase length of day - 2

Others (6):

*Use modified scheduling for all programs except nursing
*Continuous efforts
*By distributing better information to students in regard to child care services that are available
*Some programs include self image, etc. into their classes, others do not
*Have high expectations for students
*Could have more part-time students

# Respondents - 16 Fall - 1990

GATEWAY VO-TECH
WORKSHOP QUESTIONNAIRE RESULTS
EVALUATING RETENTION METHODS: Staff responses

(NR-No Response: total number of responses are in parentheses: all responses are categorized)

Question #1

Self esteem (5):
Promoting self esteem-2
Building self esteem
Keeping self esteem high
Promoting self esteem

Counseling (3):
Counsel with them concerning all of their problems
Personal counseling--career counseling
one-on-one

Personal involvement (12):
*Trying to meet the needs of the students as best we can
*Listen to the students
*"Family" atmosphere
*Encouragement, understanding, respect
*A good listening
*Just treating these students as we would like to be treated under similar circumstances
*Bonding and goal setting are helpful methods
*Early identification of problems
*Listening, caring, encourage students to try
*Getting students involved
*Bonding, conducive atmosphere

Others (4):
*Assuring the student that they can obtain their goal
*All
*One-on-one or small group
*Help with financial aid including child care

Question #2

NR-3
Personal involvement (6):
*By trying to be in touch with the students' needs
*Provide the opportunity for them to talk
*Reinforce good actions and decisions

*By helping when possible
*Just continue to love them and let them know it
*Be involved

Counseling (3):
*Take some duties, ex. financial aid, from the counselor so he has time for personal counseling
*Group counseling
*Maybe personal interview (if one has time) on a periodic basis

Others (7):
*Practice
*Have orientation before students enroll
*Make sure you provide all the students with the same opportunities
*Identify potential problems early in school year
*Try different way to accomplish
*Continue use of these and any new ideas
*I think we do all we can here

Question #3

NR-5
Mentoring-4
Counseling-6
Others (5):
*Basic skills-2
*?
*Monitoring students moods
*All the above and many more, are included in the family unit

Question #4

NR-3
Yes-1
No-1

Attendance (2):
*Students who have poor attendance should have more follow-up
*Our lack of a stiff attendance policy sometimes promotes a feeling of neglect

Nonspecific responses (6):
*I don't know
*Unknown
*Can't think of any(2)
*Not that I know
*None that I know of

Others:
*Monitoring and basic skills have to be stressed more
*Quick encouragement at first signs of problems
*Transportation

Question #5

NR-3
Personal involvement (5):
*More observation of each individual moods, actions
*Personal contact and interest
*By having compassion for their needs
*Be available
*Letters, phone calls, etc.

Not applicable to Gateway (4):
*N/A at Gateway
*I do not believe students are neglected at Gateway
*P.S. Some people just cannot be helped--all we have to do is look at the record. The poor you will have with you always.
*Reinforce what we are now doing
*Near as I know

Appendix J

References for manual

Teamwork: The Name of the Game in Recruitment

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Appendix K

References for manual

Retention: A Game Plan

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